

# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI

ST. LOUIS OCT., 1878.

No. 10.

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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XI

ST. LOUIS OCT., 1878.

No. 10.

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Do not be dismayed or discouraged in the work you are doing, because some are indifferent—because others oppose. Kindly, gently, honestly, do your best, and you will win the hearts of parents by the love their children bear you.

## DOWNWARD.

WHEN public opinion in England began some dozen years ago to demand an investigation into the state of the schools in that country, and when that inquiry had sufficiently shown that much improvement was imperatively needed, a Royal commission was appointed to take the matter in hand. As a sort of outside member of this body there was appointed an assistant who should inquire into the condition of schools abroad, and report his knowledge to the commission.

The anxiety was then about what are known there as *primary schools*. These are not what we designate by that name, but include what we call primary and grammar, or primary and district, and are for children up to the ages of twelve or fourteen. Then come the *secondary schools*, corresponding somewhat to our high school and academy grade, and including such English schools as Stow, Harrow and Rugby. By superior schools are meant colleges and universities. The question and the anxiety were then, as we have said, about the primary schools of the kingdom, and as foreign commissioner, was appointed Matthew Arnold, now Professor of Poetry in Oxford University, and a son of the famous Dr. Arnold, so long the head-master at Rugby school. He was thus a man well acquainted with all grades of the best schools in England. He was profoundly impressed with what he saw in those countries of the continent which he visited, and convinced that much was to be improved in his native country. He devoted much time and much attention to the work, and with a sincere and intelligent desire to do good, and when he returned and was asked what should be done to improve the primary schools, he replied: "Reform the secondary schools."

Some years after, when his demand had been in some measure answered, and when a new effort had been organized for this very work, he went abroad again, visiting the secondary schools and the universities of France, Italy, Switzerland and Germany, and his answer then to the question which he had been sent to answer, was:

"Reform your universities."

Nothing could show more clearly than the earnestness with which, in his printed report he enforces these judgments, the truth of which we ourselves are firmly convinced, that the life of our schools comes from the top down, and not from the bottom up.

We might as well expect the body to walk about and to engage in useful labor after the head has been cut off, as to expect our grammar and primary schools to be what they should be if we remove the high schools. And again, it is in vain to look to the high schools to do what they should do if our colleges and universities are not carrying on genuine work thoroughly and well.

The paragraph in which these

truths are told is the closing one of Arnold's long report, as if he had wished it to leave its impression on the minds of his readers. And, following him, we repeat, to the question, "What shall we do to make our lower schools better?"

"Reform your secondary schools."

And when, some years after, we are asked by the anxious guardian, "What can we do to have better high schools?" we shall answer:

"Reform your colleges and universities."

Light comes down, and only reflected light up, and intellectual and spiritual light are in this respect of the same nature as physical light.

What does Public Education contemplate as its end?

Is it its office to furnish the poor with what the well-to-do consider desirable for the necessities of life in the case of the poor?

Is it its office to fluctuate with the caprices of each set of men who may at different times represent its administration?

Is it its office to furnish such facilities as are useful to the community as a community, and which are to be determined by the community?

## OUR STATE UNIVERSITY.

IT is fortunate for the interests of higher education in Missouri, that we have a State University, and that it is recognized and provided for in the constitution of the State.

The constitution provides positively for the establishment of free public schools for all the population between the ages of 6 and 20 years. It goes farther than this, and crowns the system of public education by creating and supporting a university which shall provide the higher and highest scholastic education possible.

In providing for the establishment of schools, it ordains suitable education for the youth of six years of age and likewise for the youth of twenty years of age. This implies a course of study of twelve or fourteen years, and includes the ordinary district school course, and the high school course as well.

The establishment of the university as the highest limit of public education leaves no doubt on this score. It is obviously intended that the common schools shall form one unbroken series with the State University, and hence that they shall prepare pupils to enter that institution. Thus the public high school is implied by the terms of the constitution, enjoining upon the Legislature the establishment of free schools for the population during the fourteen years from 6 to 20, and it is presupposed as a necessary preparatory institution for the University.

That our cities, towns and villages, ought to send up to Columbia their most promising youth, well fitted to undertake the excellent course of study there provided, is so obvious as to need no discussion. A great reform is needed in our public school

system: instead of practically closing the period of education with the common school, there ought to prevail, everywhere, the custom of making the course of study in the district schools a preparation for the higher studies of the University. Missouri should have at least two thousand enthusiastic students at Columbia.

Let us educate our own directive power, and not be forced to borrow it or import it from neighboring States.

Now that our schools are opening so successfully and with so much enthusiasm, it will do parents and patrons and teachers and pupils good to drop in and see what is being done, and what teachers and pupils propose to do.

More and more is demanded each year of men and women, a broader, fuller, rounder culture—the schools must give this culture; if the present course of study is not well adapted to secure this, it ought to be changed without delay.

It will pay you to drop in and see if your school is doing all, and the best that it can do. The teacher and the pupils, too, will welcome suggestions, and a mutual interest and confidence will thus be begotten.

## BETTER METHODS.

OUR teachers, in large numbers, have availed themselves of the drill and culture of the institutes held the past season.

In returning to their work they will put in immediate practice these better methods of instruction.

Better methods of course mean complete adaptation. The means as well as the method must be adapted to the capacity of the learner. This principle is fundamental. It permeates all true teaching, and necessitates the profound study of child mind. Adaptation is pre-eminently the work of the teacher. He must ever use the means and methods best for the learner at the time. No iron rules, no ruts, no copying, no repeating, can be tolerated.

As no two cases can ever be the same, each lesson must be original, must be adapted. This is the germ of artistic teaching. Principles are eternal, but methods are plastic. The wise soul-builder studies the ego and the non-ego from the stand-point of culture. Guided by unvarying principles, at every step he varies the means and the methods to suit the ever varying circumstances. Thus every power is called into active play. The soul firmly grasps the vivid ideas, feelings and purposes, and readily recalls such acquisitions.

Methods of culture mean right methods of teaching. [1]. Teach one thing at a time, and teach its connection with other things. [2]. Teach thoroughly the great features of the subject. Avoid burdening memory with unimportant details. [3]. Lead the pupil to work up to definitions, principles and rules, and to indelibly fix them in memory. [4]. Knowledge before memory. Words with-

out ideas are dead weights. Requiring children to commit things not understood, such as tables, definitions, rules, &c., is a fatal error. Not mere words, but ideas, relations and language as the embodiment of thought, are what the pupil needs to remember. [5]. Follow nature's order. Let the objective precede the subjective, the synthetic the analytic, the inductive the deductive. Lead the pupil from objects to ideas, from ideas to words, from the concrete to the abstract, from individuals to classes, from particulars to generals. What is thus learned will remain fresh in memory through the whole life.

## HOW TO MAKE MONEY.

WHAT our teachers and school officers need, what the people need to know is—that intelligence begets thrift and enterprise, and coins money out of the land, out of the mine, out of water and out of air, and every other element; and that State which educates her people the best is the strongest State, the richest State, the most prosperous and law-abiding State. Our teachers should be so well posted that when information is lacking they can give it to establish the truth of these propositions.

A little more reading and study on the part of our teachers would bring to them power and influence, and a rich reward. Send to the State Superintendent of Ohio, or Texas, or Massachusetts, or Oregon, or California, or all of these States, and see what the strong features of their school laws are, and thus be able to suggest a remedy for any defect in that of your own State. This study and effort will pay you and your patrons a thousand fold.

## DRAWING AND SKILLED LABOR.

THAT skilled labor commands the highest prices is patent, and in mechanical pursuits the trained hand and eye are of great value.

The man who can illustrate his idea with his pencil, invariably rises in his occupation.

The carpenter who draws well, becomes foreman; and the machinist, in many cases, the successful inventor.

The farmer also with this aid can describe the insect which destroys his crops, or can plat his ground.

If one of two men is describing to the other some parcel of land, block of buildings, or a given locality, how much more easily and effectively could he do this with a few strokes of the pencil than by talking several minutes?

Children have a great deal of ingenuity and power of combination, which in its crude state manifests itself in picturing wonderful ladies, impossible horses, &c. The delight with which they receive any hints which lead them to use this power in a more satisfactory manner, ought to

convince the most skeptical of its utility.

The low estimate of its importance is in part due to the want of knowledge of its principles and practice; hence the attitude of many is that of opposition. Let its advantages become thoroughly appreciated, then we shall see our schools taking the position on this subject so much to be desired.

Drawing aids in writing by training the eye and quickening the powers of observation. That the eye needs this can be proved by a simple expedient. Take any company of a half dozen or more, and ask them to give the measurement of various objects in the room, estimating distances wholly by the eye; the result will be truly surprising. Boys need just the education acquired by this study.

#### ENGLISH, PURE AND UNFILED.

IN lately talking with a French lady, she remarked that in her last visit to Paris, a few months ago, she was very much surprised to see how many foreign words were used there in conversation.

That the study of German is much more frequently pursued than formerly would appear to be a natural consequence of the thought, following the result of the late war, but that English words are introduced and adopted would seem to show a new tendency in the French language, and one not to be approved by the best judgment.

Though we may not quite agree with the Frenchman who exclaimed, with an impassioned gesture, "German! it is a language fit only for horses, but French! it is the language of the angels!" we may yet hold to the opinion that each language has certain peculiarities and aptitudes of its own which fit it for certain expressions and uses, and we may regard it as a misfortune when each language is not kept pure from any admixture with others.

Now with regard to our own language, it would be well for those who are inclined to use it carelessly and hence slightly, to know what intelligent foreigners who have entered into its life sufficiently to know, think of it.

Dr. Wirsse, who was formerly of the Educational Council of Germany, and who has in his volume of letters from England given us so valuable an insight into English schools, speaks in the most glowing terms of its power, compass, and possible beauty. And all intelligent foreigners who have conquered its difficulties agree with him.

From the smooth and lofty verse of Milton and Shakespeare to the every day dialogue of rapid business, there is no string which it cannot touch, no emotion or consciousness which it cannot voice. It may not be now the language of horses or even of angels, but it might perhaps answer for both.

At any rate it behoves us teachers to treat it carefully and reverently,

and to see that it is so treated in our presence: i. e., within the precincts of the school room. There we can command respect for it, and that respect will be carried beyond those walls, till our pupils in their homes shall habitually avoid all corrupting slang, all perverted use of its words and phrases, and all admixture of foreign expressions. Especially is this care necessary in our Western schools, where the large proportion of German and French population makes foreign words most commonly heard, and so familiar. We must throw all the weight of our influence into the scale, and while not discarding words of classical origin, still hold in the main to the simple and straight-forward forms of speech which came to us as our inheritance from our Anglo-Saxon ancestors.

If the teachers of the country cannot save us English, pure and undefiled, where shall we look to find the power that can?

ANNA C. BRACKETT.

#### WHAT DO THEY PROPOSE?

THESE persons who find fault, these persons who would limit education, these persons who say our schools educate too much.

Will an ignorant person do more or better work in the shop, on the farm, than an intelligent person?

What would these "reformers" have our schools do?

The most glaring misstatements are constantly made by persons in whom ignorance is criminal, and these are accepted by many as a basis for action. It seems to us that the friends of public schools should devote their efforts to obtaining an audience for the fundamental principles which must govern any rational comparison of opinions. Some such points as the following, would require answers, which would confine legislation to its proper channels:

Are the public schools charity schools for the education of paupers? or are they schools which offer to all, without distinction of wealth or social position, careful instruction in such elementary studies as belong to the education of all?

If they are for paupers what kind of an education is at once feasible and desirable, and why should this charity be compulsory?

If they are "for those who like the bulk of men must be content with menial employments," what education is desirable for these and why, since poverty is of no occupation, should the community provide for those who in many instances are able to provide for themselves?

If they are for the people, and the people means the civil people instead of any caste, then what can be substituted for these elements which have always formed the staple of school work?

If education is used in its natural meaning, must not the course of study continue essentially what it has been in the past, and as it is to-day, and

must not special ends be sought by extension instead of substitution?

In what sense does a knowledge of the elements "render one discontented and unfit him for actual life"? Is it meant that ignorance of these elements is a blessing, and that it is folly to be wise? Is intelligence and good character desirable only for the socially prominent, and is it better for "the hewers of wood and drawers of water" to replace these by a knowledge of some manual occupation? What do the facts in the case testify? Do we find the greatest excellence in the mechanic occupations disjoined with some acquaintance with the elements of intellectual education?

In what respect is the Higher Education as it is called unsuited to those who receive it? Is it reasonable or consistent to inveigh against the higher education of all and then complain because not all but only a reasonable proportion avail themselves of this higher education?

Are the statements made against higher education capable of being substantiated by facts?

Is it the record of our High School scholars that they are unwilling to work and to work at what they can find to do? Will any one take the catalogue which furnishes the names and occupations of those who have been pupils of the High School, and prove any such assertion?

#### PARENTS, VISIT THE SCHOOL!

IN October, the harvests, crops, fruits, and all are gathered safe from storm, and embody the products of countless millions of capital, and of workers, toiling in appropriate harmony.

Capital, to a large amount, has been invested in our school-houses, apparatus, and salaries. The parents and the tax-payers are the proper parties to harvest the best results. The community is the gainer. The problem is how to be as large a gainer as possible. The means are as simple as those of securing a heavy crop, or choice fruit, or the finest stock, viz: 1st. Get the best you can, and, 2nd. Make the most of it.

As the whole machinery of schools is now in running order, and working actively, the one thing to do now, during the school year, is to make the most of your means—particularly, the teachers, and, above all, the teacher in all the numerous districts where there is only one teacher.

Parents, i. e., all who love your children wisely, and are willing to do your best for them, will you visit the school as often as once a month, from now till New-Year? A committee of public safety! A magnificent vigilance committee, choosing the "ounce of prevention"!

You can, by your cordial presence, and evident interest, become allies of the lonely teacher, and multiply his power five-fold.

To make this practical, we suggest two general heads: 1. Do not. 2. Do.

1. Do not scold behind the teacher's back, if at all. It is throwing away your breath and temper. It does endless mischief to your children's feelings as concerns the school.

Do not slander, nor even gossip, on mere hearsay, or guess-work. It does not show you to be smart, critical, humane, or Christian. It helps nobody, and it works much harm, which none but an evil doer, i. e., malefactor, can really plot or execute.

Don't hinder a teacher's work by your ignorance, laziness, or indifference. He or she has a heavy load enough to carry, without being compelled to shoulder a much heavier one in the altitude of hindrances and stumbling-blocks.

Do not suspect or impugn motives or measures before you carefully examine and candidly hear them. "Evil to him who evil thinks".

In the second place—we urgently ask—Do as you would be done by.

Do your duty by your children, for it will soon be too late. Go to the school room, an early call will be a welcome impulse to every "good and faithful servant".

Do yourself the justice to show that you care to see and hear and know the teacher who trains and instructs, enlightens and enlarges the spirit of your child all the best hours of the five days per week—if you really do care, or, at least, assume so much of the virtue of parental faithfulness and care as to act like it.

Do your child the service of knowing that from your visits to the teacher, his virtues and faults, success and failure, are laid open to you. It will stimulate and spur him to do his best; as well as warn and check him from going far astray, for he knows you have seen the teacher once and will see him again.

Do the teacher the pleasure of assuring him the support of your whole conscience, affection and will, in making the pupil do his best. What can either you or the teacher make out alone, neither one knowing what the other wishes, or requires, or does? What is there you cannot do, working together, both fully bent and bound to make the pupil learn and behave?

Read about John Ruskin's mother, and Mrs. John Wesley, and hosts of faithful parents. Two to one, three to one, you over-rule, sway and control the young mind with an authority at once as irresistible as destiny, and as absolute as the will of God.

"From eight years of age to sixteen" is the critical period wherein the chaos of the child's inner world is to be transformed into the cosmos the harmonious creation which our heavenly Father designed.

And so shall the teacher's work be no thankless, solitary task.

L. W. HART.

BROOKLYN, N. Y.

That is a splendid offer we make. Twelve subscribers will secure you the latest edition of Webster's Unabridged Dictionary.

## SCHOOL MANAGEMENT.

BY J. BALDWIN.

## XXXV.—Objective Point in Education.

Education in its broadest sense means development. It is the evolution of every human power. As a science it deals with the laws, means and processes of development. As an art, it deals with the application of educational means to educational ends.

1. *Well directed effort* is the condition of all development. The child is endowed with the powers of thought, feeling, and action. Each power of the soul is self-acting, and grows only by self-effort. Teaching is the art of stimulating and directing the self-activity of the child. All education is necessarily self-education.

2. *Knowledge is mental food.* Food and exercise are as necessary to mental as to physical growth. Knowledge is the stimulus which excites to mental effort. The appetite craves food, and in the presence of suitable food the entire digestive apparatus acts. Food is converted into muscles; muscles are used; the result is physical power. The soul longs for knowledge. In the presence of suitable knowledge every faculty of the soul is roused to action. The child knows, feels, chooses, acts. The result is mental power.

3. *Fatal errors.* "With the masses education is mere teaching, teaching is communicating knowledge, and communicating knowledge is seeing that the pupil studies the book. Most teachers have imbibed the same degrading notion, and hence labor simply to increase the pupil's stock of knowledge,—hence, the more studies, the more books, the more recitations, the more answers committed, the better." The thoughtful teacher will correct all this, and make knowledge a means, not the end.

4. *The true objective point in education.* "let it be understood, is the development and culture of the mind, the making of the true man or woman. In teaching, it is not the communicating of knowledge which is the great work; it is rather the training of the child to find out knowledge for himself; it is making him a thorough student. Once make him sharply observant, closely attentive, exact in his recollection, and clear in his reasoning, and secure that all this shall be the fixed habit of his mind; and you need not concern yourself about giving him knowledge: his whole course will be full of self-instruction and self-acquisition. Use what he learns, not so much for the knowledge gained, as for the study, the self-developing, self-disciplining effort it requires; and make your teaching a more wise, direct, and patient effort to teach the pupil how to study, and to aid and inspire him to become a perfect student."

5. *The art of study.* Horace Greeley was accustomed to say, "Any one can dig, but he is a wise man who

knows what to dig, and when to dig, and how to dig. Any one can study, but he is a philosopher who knows what to study, and when to study, and how to study.

The farmer, the mechanic, the artist, the scientist and the teacher, are entitled to start with the accumulated experience and achievements of the race. Only thus is progress possible. Surely, the child is entitled to no less. To leave the young to grope their way, is to rob them of their best years. Wise parents guide the efforts of their little ones. Experienced and wise teachers should direct the activities of learners. To train the pupils how to study is the most vital duty of the instructor.

6. *The future is full of promise.* Enlightened public sentiment will steadily elevate the educational ideas of the masses. Knowledge will come to be considered a means. Books and lessons will be considered means. The practical or bread-winning power will be considered a means. A vigorous and noble manhood will become the real objective point in all educational effort. Only such men and women as are competent to so direct and stimulate child effort as to secure development and culture, will be permitted to enter the school room.

STATE NORMAL, Kirksville, Mo.

## A CHAPTER OF ERRORS.

REVIEW OF DR. LAWS' ARTICLE ON  
"THE STATE NORMAL SCHOOLS."

In the September number of the JOURNAL OF EDUCATION, the President of the State University charges "mismanagement" of the Normal Schools by their boards of regents, and publishes his estimate of this mismanagement by pronouncing it "a crime against the educational interests of Missouri."

In order to relieve these serious charges of any possible imputation of recklessness, it is necessary to assume that the learned Doctor understands "the relation of the State Normal Schools to the district schools,"—which he gives us to understand is "the one point of vital importance" upon which he bases his criticism.

Without calling in question the "intelligence" of President Laws' conception of what Normal training should be, or the accuracy of his information as to what is being done to fulfill the design of their establishment, and judging him solely by the article under review, my first proposition is that he does not understand the relation of the normal schools to the district schools,—neither theoretically nor in the practical results of their labors. The second proposition is that he does not correctly appreciate the still broader relation of these schools to "the educational interests of Missouri." Let these propositions be judged by what follows.

His argument, put into the form of a syllogism, is:

The Normal Schools were established for the purpose of instructing teachers in the branches taught in the

district (or ungraded) schools, only.

The law describes and limits these branches,

Therefore, these schools cannot legitimately teach any other branches.

There is not an atom of truth in either of his premises, and of course his conclusion is the progeny of the laboring mountain.

His statements are so utterly without foundation in fact or law, that it is difficult to understand how he summoned the courage to make them. But as neither his dictum nor mine will settle anything in this connection, let us seek for the facts where they may be certainly found.

Let it be borne in mind that Dr. Laws means by "the ten thousand district schools" the ungraded country schools,—the elementary schools, or, as they are usually styled, the "common schools." This interpretation of the meaning of the phrase "district schools," as used by him, is proved correct by his misapplication of law, in his effort to show that the law defines the work of district schools.

Neither in the establishment of the normal schools nor in any subsequent legislation was there an effort to define or limit the course of study, nor was even a suggestion made in reference thereto, except the indefinite requirement that they "shall be confined to such instructions only as are taught in normal schools;" and the fact that the entire control of these institutions was given to their respective Boards of Regents with full power to "direct the course of instruction" (section 5, page 135, Laws of Missouri, 1870) proves conclusively the reverse of his assumption that they were designed to do the limited work outlined by him.

Dr. Laws may search the statutes until he is familiar with every syllable bearing upon the school question, and until his eyes are dimmed by age, and he will fail to find anything that even squints at an intention to restrict these institutions to the work of preparing teachers for the elementary schools, and prohibiting them from the work of preparing teachers for the higher schools.

Thus his major premise being demonstrated to be a mere assumption, and the language of the law exploded that assumption, his dictum falls lifeless and his argument fails.

But suppose, for argument sake, it be admitted that the normal schools were designed solely to prepare teachers for the ungraded country schools, and not for the graded and high schools, will the President of our State University undertake to defend that theory of education which he has advanced:—namely, that it is neither desirable nor necessary to impart any more knowledge to the prospective teacher than he is expected to impart to his students?

He commits himself unequivocally to this view, in the article referred to. He says the law names the branches to be taught in the public schools, and since the normals were established to prepare teachers for

these schools, they are criminally mismanaged when they undertake to give instruction in any other branches.

I assert that while he so states in his published article he does not so hold. His inconsistency is proved by his oft repeated public utterances and by the published curriculum of his own normal school, as well as by his well known culture and intelligence.

On Tuesday afternoon of June 11th, last, in an address to the students of the Warrensburg Normal School, Dr. Laws stated, "there has never been an example in history of popular education flourishing in the absence of the higher education." I have heard him make this statement repeatedly, varying the phraseology, by substituting the expressions "elementary education," and "lower education," for "popular education"; and in a speech to the Legislature in 1877 he asserted the same fact.

Now, if he desires to appear consistent, will he explain how it is possible for the higher education to influence the lower without coming in contact with it; and how it will come in contact with it except in the relations of the instructor to the instructed? Will he tell how, his own publicly pronounced theory being true, it is possible for the lower education to flourish within his prescribed limit of branches so long as the instructor is unable to get without the periphery, or rise above the level of the plane on which he is expected to guide and direct his pupils?

It is needless to ask him whether he does not believe that the more extended the information of the teacher the better will he be qualified to impart instruction in the branches lying below his own level; for he affirmed this belief, in another form, in the Warrensburg speech above cited. Then why does he so earnestly object to the higher branches in the courses of the normal schools not located at Columbia? It is not, it cannot be, because he deems their use an evidence of a faulty theory of education, nor injurious to the educational interests of Missouri.

Again, Dr. Laws says that the University is the "head of the public schools of the State." Its Normal School was established for the specific and only purpose of training teachers for the public schools. In other words, the purpose of the establishment of his normal school was precisely the same, and identical with the purpose of the normal schools of which he is not the head. Accepting his criticism of the other normals, he is forced to submit to its rigid application to his own; and when the application is made he is self-convicted as a criminal against "the educational interests of Missouri," for his curriculum goes in advance of that of the other normals.

But, his glaring inconsistency is still further shown in the statement that in conferences with the Principals of the other normals and myself, at meetings of the State Teachers' Association, and elsewhere, he has insisted that all the normal schools,

including the one at Columbia, ought to be adjusted to the same basis, and cover the same course. His course of study includes many branches not embraced in the list he claims is prescribed by law for the district schools, and he declares that to get outside of this list and go beyond it is a "crime against the educational interests of Missouri"!

I cannot pursue this branch of the subject further, without quoting a few familiar old maxims, and I desist.

Recurring to his second proposition, that "the work of the district school is defined by the law," I deny it, and pronounce the statement as having no more basis than his fanciful theory of what all other features of the public school system *should* be in order to conform to his peculiar views. The Doctor has not only *strangely* but, in his own language, "radically misconceived" the school law. Is he blind? Rather, how shall we account for his blindness? He says the law so specifically limits the course of study in the public schools as to name the branches, and he offers in support of this statement—what? A section of the law *fixing the qualification one must possess to obtain a certificate, ENTITLING HIM TO TEACH!* Comment is unnecessary.

The law does not and never did prescribe and limit the course of study for the public schools, but has always, wisely, left it to the people and their school officers.

At another time I propose to notice the "surprise" the Doctor prepared for his readers in stating that these criminal Boards "discredit" a part of their own course; and show that he has been engaged in a smaller business, even, than that of constructing a man of straw.

R. D. SHANNON,  
Member of the Boards of Regents.

#### THE STATE NORMAL SCHOOLS.

BY DR. S. S. LAWS,  
(President of State University—Missouri).  
[No. 2].

IF these Normal Schools exist for the purpose of supplying teachers to our district schools, it is perfectly evident on the face of the case, that they have wandered from their proper work. It has been my aim, not to assert this in some vague or general way, but to put it in every intelligent reader's power to see and understand it for himself.

Now, please notice some of the exceedingly pernicious consequences:

1. The teaching and training of those in the first and second years' part of the course are thereby rendered of an inferior kind. The way in which this occurs is perfectly plain. In the three Normals, at Kirksville, Warrensburg and Cape Girardeau, there are matriculated, first and last, in the course of a year, about twelve hundred pupils, of whom less than two hundred are in the third and fourth years' part of the course. To enable the faculty to give attention to

this less than one-sixth in the advanced part of the course, about one-fourth of the advanced pupils are employed as teachers of those in the first two years' part of the course. In this way the regular professors do only a part of the teaching and training of those pursuing the work specially related to the district school work, whereas, those in this part of the course are entitled to the full work and best help of the regular faculty.

The regular faculty has to spread its labor over such a broad surface in the four years' course that it becomes too thin to be of standard value. Where advanced pupils are not let loose on those in the beginning of the course, then the regular professors are so completely overworked that their own labors are deteriorated. This is the existing state of facts. In either alternative the work done for those in the legitimate part of the course is spoiled by attempting what is therefore worse than superfluous.

2. The inferior training, which is a wrong to those who are the victims of it, is still farther degenerated by repressing and shadowing the spirit of professional teaching on their part whose ambition should only aspire to usefulness and distinction in the ranks of the army of the ten thousand district school teachers of the State. No body of workers destitute of an *esprit de corps* has efficiency and persistency; and our young men and young women should, in every honorable way, be encouraged to feel that the district school house is a place of honor and usefulness to be aspired to as the sphere of a life-work. But they are now snubbed in the Normals, if I may thus express it, as at present conducted, with a miserable elementary certificate, and told and made to realize that, if they want to receive recognition by diplomas as graduates in the ranks of teachers, they must plod their weary way through two years more.

Then, at the end of four years, they are assured that they are not only fitted to teach district schools, but academies and higher institutions, which belittles and disparages the district schools and tends to lead them away from their proper work, and to thin out the stream of those who find their way to the district school houses. We are consequently supplying teachers by tens where they should be supplied by hundreds; and yet their supposed superior quality is no compensation for this most unfortunate deficiency of numbers.

The fact is, with their deficient training and their heads filled with false and misleading notions of their work, instead of being of superior quality, they are spoiled for their legitimate work, and hence the stories of these new fangled teachers being above their work, and attempting to stuff the children with subjects outside of the contemplation of the law and unsuited to their actual wants. There is need that the strong hand of authority reduce the authors and

agents of this confusion to subordination and order.

3. Another evil, also, is a wasteful and injurious application and derangement of effort in the different institutions constituting the State system. The University and the district schools of Missouri have a constitutional existence; (see first and all succeeding constitutions of the State, also catalogues of University 1877, pp. 7, 8, and 1878, pp. 4, 5); whereas, the Normals have only a statutory existence, and hence a place subordinate and subservient. At present the course of labor in the academic schools of the University covers six years—it goes down to the door of the district school house.

Any pupil well taught in the district schools as prescribed by law, can step from the door of the district school into the lowest classes of the University. Hence the University is in organic connection with the district schools, and interested in every influence that improves or injures them; as by their means, and by that alone, higher intermediate schools and academies in fact can exist. So that, by a successful and wise handling of the influences which strengthen and improve the district schools, these intermediate schools will become a necessity, and the first two years of the University academic course will finally be dispensed with; and not only the University but all the private colleges, devoted to the higher education, will share the benefit.

As the matter now stands, the Normals are turned aside from and are neglecting their legitimate work which is so much needed, and making an abortive and ridiculous attempt to do in their third and fourth years the work which is already provided for in the University and the private colleges of the State. The effect of this misconception and mismanagement is wrangling, wastefulness and weakness. The question is not one touching the personal and professional accomplishments of the gentlemen connected with the Normals, but it is one relating to the service which the public has the right to demand that these Normals shall render to the public schools, in consideration of the support extended to them.

(To be continued).

#### RIGHT HABITS.

SAYS Prof. Putnam of the State Normal School: "Attention is not a faculty, but a habit, and can be formed as other habits are formed. Teachers frequently ask too much of their pupils. The child's attention cannot be concentrated for a very long time upon any subject. Attention cannot be obtained by asking for it or demanding it; nor by fretting or scolding about it. The attention must be secured by exciting the child's curiosity, and then retained by giving him something to think about, something to do, by not at once fully satisfying his curiosity; by putting some

thing into his mind, not by trying to drive out what is there. Allow the child to do something; his nature requires him to do something, and you must give him the opportunity for doing. Attention can be commanded by determining to have it; not by saying so to the pupils, but by determining to pursue such a course as shall secure and retain it. A teacher will accomplish much, in training pupils to give attention, by being a practical example and giving close attention to class work. Attention can be secured by having pupils feel that they are liable to be called on at any moment to reproduce the lesson of the day or any previous lesson.

#### INDUSTRIAL DRAWING.

PROF. J. L. PICKARD, President of the State University in Iowa, says: "Drawing in its industrial phase is a chief agent in hand culture. Its importance will be more and more felt as manual skill becomes more imperatively the demand of the times. The time for picture-making is not in the years covered by our school work. But the study of geometric forms, the conventionalizing of natural forms, the combination of natural forms within given limits according to the taste of the designer, the accurate construction of required figures, all have their practical bearing upon the activities of life. Observation, or the use of the senses—analysis, or the application of the reasoning faculties to the forms and proportions of things observed—manual skill in representing to the eye the outlines of things observed, are all cultivated in a remarkable manner by the study of industrial drawing. The aid which the hand can render the mind is noticeable at every step in the processes in education. It is apparent in familiarizing the little child with the forms of his letters both in reading and writing, in the diagrams which are so helpful to the teacher of arithmetic and of grammar, in the map drawing without which geography is studied to but little purpose, in the outlined forms of natural objects. Drawing is a language of universal use, and remarkably concise—a few lines rapidly sketched being of more value than paragraphs of verbal description."

THE annual fairs this fall in many places have had an attraction for the people in the exhibition of the work done by the children of the public schools.

The managers have arranged for premiums to be given for the best specimens of drawing—of writing—for the best examination papers in geography, history, and mathematics. The children and the work they do have created as much interest—in some places—as the colts and horses—and the work they do!

Send 15 cents if you wish to see sample copies of this journal.

## HIGHER EDUCATION FOR WOMEN.

ON this topic Prof. Alexander Hogg of Texas desires to be heard, and we give him room cheerfully, and the project he advocates a most cordial endorsement.

The National Teachers' Association has given the subject of the higher education of women a careful consideration, and the resolutions passed unanimously will be found in the article below.

Ladies ought to be able to go to college without being obliged to go "behind a curtain." A friend writing to Prof. Hogg on the subject in Texas says "young ladies like to go to college? They have been doing so behind a curtain for many years. Prof. Mitchell of the University of North Carolina, educated his three daughters in that way. One of the professors of the Vanderbilt has his daughter in daily attendance with the highest class in that university. Our own State college is educating at least one daughter of its learned faculty." This is very well, and to this we offer no objection. If our daughters cannot find the higher education without accepting a permit to enter colleges for young men, I say all praise to their heroism. But

" \* \* \* I wish  
That I were some great princess: I would build  
Far off from men a college like a man's,  
And I would teach them all that men are taught.

I would give them a fair chance, not an identical, not an equal education, but an *equivalent* education, suited to their sphere of life as is their brother's suitable and sufficient for theirs. This can only be done in separate and distinct schools. Schools projected and organized with this view.

How can this be done? By the General Government giving to the States and Territories an amount of public land sufficient to endow and maintain a college in each State and Territory, accepting the same under certain provisions similar to the grant of land, July 2, 1862, for the benefit of agriculture and the mechanic arts.

H. H. says a bill was introduced into the last Congress, asking the General Government to set apart a portion of the public domain for this purpose.

The Hon. R. Q. Mills did introduce into Congress a bill looking to this very thing. It is entitled, "A bill for the liberal education of women." It received two readings, was ordered to be printed and went to the Committee on Education. There of course it will remain unless Mr. Mills or some other public spirited representative follows it up, and a similar one is introduced into the Senate, and both carried through simultaneously. There will be no trouble about its final passage. It will, however, cost some care and watchfulness on the part of a few friends. It has now, in this shape, been before the country just 12 months. The leading journals and the leading educators of the whole country have favored it.

I traveled to Louisville last sum-

mer, was present at the meeting of the National Teachers' Association, and had the honor to introduce the following:

"Resolved, That it is the sense of this Association that the General Government should at an early period look to the feasibility of donating a portion of the public domain for the endowment and maintenance of at least one institution in each State and Territory for the higher education of women.

"Resolved, That this Association appoint at this meeting a committee whose duty it shall be to draft a suitable memorial to Congress, and to urge the distribution of the public lands for the purpose mentioned."

These resolutions were unanimously adopted, and a committee was appointed to draft a memorial to Congress and to present the same to his Excellency the President of the United States, for his approval also.

It was impossible for one engaged in daily teaching like myself to leave to be present in Washington, hence this part of the memorial did not receive the personal attention of any one particularly, as it should have done. Still much has been done in preparing the minds of the people, and in arousing them to a sense of their duty in the premises. In a letter to the *Courier-Journal* I showed that while I was not opposed to co-education, that it had failed. It was not what we desired for our daughters. That co-education is urged for two reasons: First, because it is cheaper; second, because the presence of the girls has a good influence over the boys.

Under the head of economy, we force our daughters to accept a permission to attend a college especially designed, equipped and conducted to suit the tastes, and to furnish the instruction and discipline for young men. Is there any consistency in this? Is there any fairness or justice in this sort of economy? As to the good influence over the boys, have fathers and mothers the right, have professors the right, to expect of young ladies the sacrifice of their time, their comfort and their happiness to pursue studies absolutely not only not suited to their tastes, but positively not what they really need or actually wish, simply to exercise "wholesome restraint" over their wayward brothers? This is not the remedy.

The remedy is in the broader and higher education of the mothers—and that, too, in the sphere of their duty.

(To be continued).

## HAVE CHILDREN RIGHTS?

Editor's Journal:

"OUR school closed on the night of July 19th. There were nineteen classes in declamation and composition, and seven members in each class. We got through at 3 o'clock a.m. I was tired almost to death."—[Extract from a school girl's letter.

Now the Principal of that school ought to be roasted in a brick kiln till he felt "tired almost to death."

The above is an extreme case; but there are cases all over the Union calling loudly for reform.

At a certain college this scribe was tortured for weary hours, one night in the heated month of July. We got away before "3 o'clock a.m.", but a resolution was formed then and there, never to attend another commencement of that college at night in hot weather. That constitutions are weakened on such occasions there can be no doubt. From such a commencement the past summer, two young ladies came home to take a fever, suffer and die. What sorrowing there was over their untimely graves! What a reckoning there should be with the school authorities! Think of it: all the anxiety of the occasion, protracted for weary hours in a room almost as hot as a furnace, in an atmosphere anything but pure!

The mental trials should come off under the best conditions possible—not after the fatigue and lassitude of a long summer day. From such violations of the laws of health, what better can we expect than corpses or unsound bodies? The system is pernicious alike to body and mind. Remember the maxim,

"*Sana mens in corpore sano.*"

In properly ventilated rooms, short night exercises are allowable in winter, the nights being long and cool; but in summer, hot and sultry—never!

## FIFTY FOUR.

## WEST TENNESSEE INSTITUTES.

DURING the month of July a series of Educational Institutes were held in Tennessee, under the auspices of Col. Leon Trousdale, the State Superintendent, and an able corps of assistants.

It was my fortune to attend one of these held in West Tennessee, at Union City, (Obion county), presided over by Prof. W. F. Shropshire, the County Superintendent. Prof. Shropshire is a man of persistent energy and an enthusiast in the cause of education. He has raised his county schools from a low rank to a proud pre-eminence in West Tennessee. Through his zealous preparation nearly 175 out of the 207 directors of the 69 districts of Obion county were in attendance on the Institute, in addition to nearly 100 of its teachers.

Superintendents R. S. Thompson, A. J. Hall, W. B. Van Cleve, Wm. Page, A. E. Duke, from the neighboring counties of Gibson, Dyer, Henry, Tipton, and Weakley, respectively, assisted, and an attendance of 400, all told, was secured.

Prof. E. S. Joynes recently from the Vanderbilt University, and at present of the Tennessee University at Knoxville, took an active part in the exercises, and his lecture on some grammatical topics in the English language was the best we ever listened to on the subject. Prof. R. L. Kirkpatrick of Knoxville, and President of the State Teachers' Association—a veter-

ran in the cause of education in Tennessee—discussed mental and moral culture.

On the last day of the session Rev. Dr. W. T. Hamilton, a venerable teacher, now past his eighty-third year, but of erect body, firm step, and clear mind, came up from Jackson and read an instructive lecture on the Importance of Little Things. Prof. James Dinwiddie of the Southwestern Presbyterian University at Clarksville, made a very happy presentation of methods of teaching fractions and other arithmetical processes.

The weather during the entire session was very hot, but thoughtful provision had been made by the citizens of Union City for the entertainment of the visitors, and all had reason to be grateful to G. W. Layne, Esq., Dr. T. J. Edwards, Hon. David D. Bell, and their colleagues on the local committees. When the audience became weary through close attention to discussions and lectures, they were pleasantly entertained by the well-rendered selections of the choir, or by the humorous recitations of Prof. J. R. Hodges of Mayfield, Ky., who seemed to possess a unique combination of wit and wisdom, moving the audience to laughter or tears at will.

Prof. J. Craven, who has with the co-operation of Prof. Shropshire prepared a valuable work called the "Mathematical Compendium," gave an exposition of illustrative teaching by the use of diagrams from this compendium; and some rapid arithmetical methods were exhibited by Professor Shropshire.

Miss Clara Conway, the accomplished Principal of the Memphis School for Girls, read a very able paper on the education and training of girls and the sphere of women.

Mrs. Tucker of the Memphis Female Seminary, made some fine discriminations in a paper on the methods of exciting interest in the mind of the pupil.

In enthusiasm, pointedness of discussion, instructiveness of papers read, harmony and fraternal feeling, variety and interest of the programme, and success in its issue, the institute at Union City was a most remarkable one, and must have been alike gratifying to the noble educators, Col. Trousdale who appointed it, and Prof. Shropshire, who organized and conducted it. W. T. H.

## COLORADO.

Colorado College furnishes three general courses of study; also special courses in mining and metallurgy; and suitable opportunities are afforded to those who wish to qualify themselves for teaching, and to others whose time or circumstances permit them to take only a short course of study. Equal advantages are furnished to pupils of both sexes.

The cost of tuition is put at only \$25 a year, and arrangements are made so that no one need be deprived of the privileges of the college for lack of means to meet the tuition.

Circulars containing full information as to studies, &c., can be obtained by addressing Prof. W. D. Sheldon, Colorado Springs, Colorado.

#### GOOD HEALTH.

PROF. L. B. SPERRY of Northfield, Minnesota, says: "Experience teaches us that it is very easy to develop a human being unsymmetrically and thus secure a sensualist, a glutton, an athlete or a brilliant lunatic."

There can be no one-sided or special development that is healthful or safe; and, if unhealthful and unsafe, it is criminal.

In this country and century we are laboring to build great and active brains at the expense of or by ignoring the remainder of the body; and this, too, while accepting as a theory the unexceptionable and awful fact that a sound mind is never found in an unsound body.

No human being while ill or experiencing discomfort can do his best mental work.

It is true that "brains rule the world," and that "the problem of humanity is how to build the best brain." It is equally true that all attempts at brain building will be a failure just in proportion as we ignore the needs of the nutritive, locomotive, and reproductive systems.

Bearing in mind, then, that the production of a genuine and godlike manhood is what we need to labor for, what are some of the conditions necessary to insure success?

First—Inherited healthful conditions and tendencies. The material for our schools must improve if we are to see satisfactory results.

Second—A proper nutrition of the body during life. Neither slop-fed nor stall-fed children can be healthfully developed. People must exercise at least the same careful judgment in feeding their children that they do in feeding their cattle and horses. At present they do not.

Third—Proper kinds and healthful adjustments of clothing. The present fashions do not secure healthful protection to the body. As a rule we make a torrid zone of the waist and frigid zones at the neck and shoulders and about the legs. As a rule, clothing is made too small and tight in the first place, and as the child grows its clothing becomes exceedingly destructive of comfort and natural development. Time would not permit appropriate condemnation of the sluttish habit of wearing long dresses, by means of which so many female teachers are constantly stirring up dust for the irritation and destruction of the lungs of the pupils.

Doubtless most teachers and parents think these three forces in determining the character of physical development don't come under the control of the teacher.

The answer is that the true educator is more than a petty pedagogue; he is an authority, an inspiration, an influence in the community. If a teacher does not know enough or has

not influential power to instruct and lead people in those matters so essential to any valuable unfolding of manhood, he is unfit to hold his position.

Fourth—Proper kinds and quantities of physical exercise. This is a matter that the teacher can more easily control. He should not only recognize the fact that daily muscular open air exercise is needed for maintaining health, but he should see to it that the necessary exercise is taken."

#### ALL ABOUT A "BRONZ" MEDAL.

CAN'T some one send an "olive branch" to our "weekly" brethren in Chicago and Boston.

They seem to be using a seasoned "hickory" one now.

We feel like reproducing a line or two from the old hymn of Dr. Watts, as we have heard it quoted, for their benefit.

It runs something like this:

"Your little hands were never made  
To tear (out) each other's eyes (out)."

The editor of the *Educational Weekly*, at Chicago, "pitches in" to the editor of the "best and ablest educational journal in the world!" as follows: The naughty, naughty man.

He says: "It confesses itself to be the exponent of a *section*, and takes pride in announcing itself as the organ of a sectional association; it sees and knows nothing west of the Hudson. Behold how the compliments and endorsements of this enterprising journal, and which it delights to parade, are obtained. Here is an exact copy of a letter written by the hand of the editor and signed with his name, and sent to the principal newspapers of the country a few days since:"

OFFICE OF THE NAT. & N. E. JOURNALS OF EDUCATION.  
16 Hawley St., Boston, Aug. 20, 1878.  
MY DEAR SIR—Perhaps you will not think it amiss to insert the following item in your news columns, a favor we shall gladly reciprocate.  
Most truly yours, THOS. W. BICKNELL.

Among the awards of the Department of Education at the Paris Exposition is a *Bronz* (*sic*) Medal to the *New England Journal of Education*. It is gratifying to note that the highest award given to the Educational Journalism of any country comes to our American publication.

The *Educational Weekly* goes on to remark:

"We will say nothing of the fact that the "bronz" is only a *third grade* medal, and that there is no competition in Educational Journalism at the Paris Exposition, or of the arrogance couched in the phrase *our American publication*. We simply call attention to the astonishing modesty and business tact of this editor of "the best educational paper in the world." How meekly his honors sit upon him. We seldom find the legitimate words of the English language inadequate to our wants. But after we received this letter, we were conquered by the irresistible impulse to cry out, 'Cheek.' If this editor of 'our American publication' did not receive a medal of 'bronz,' he surely ought to have one for *brass*. Hereafter, when we see anything good in the public prints said of the *New England Jour-*

*nal*, we shall be under the painful necessity of reading at the end of it  
THOMAS W. BICKNELL."

#### THE REJOINDER.

The "Bronz" medal editor strikes back, at long range, from Boston, as follows. He says: "The *Educational Weekly* announces a new departure. It excuses itself for having 'hitherto persisted in hugging so close to the shore,' &c., but now it 'proposes to launch out upon the broad and open sea of politics, morals, society, science and literature.'

The "bronz" medal man says, "The *Weekly* should remember the adage—

"Larger boats may venture more,  
But smaller ones should keep near shore."

The *Weekly* should keep a small boat shoreward, for we fear it is venturing on uncertain and treacherous seas. The lake region even has its storms and calms, which demand experienced navigators."

Brethren, "Let us have peace!" and with this brotherly advice to these young belligerents, we were just going to add a big list of names to our subscription book, sent in by one of our school officers, when our eye lighted on the following editorial of the *Educational Weekly* of September 12th:

This is a "new departure" for sure, but whether it comes under the head of "morals," or "society," we are unable to determine—we must refer the matter to the "Bronz" medal editor in Boston. This is the way the editor of the *Educational Weekly* states the point in his editorial:

"Who ever knew of a lady teacher who insisted upon having a study room to herself, and who made good use of it? Now that our memory has gone back to the beginning, we must confess that we have known *three ladies* of this kind—*no more* in our whole experience. Of course we have known many who would have rooms to themselves. But mental growth and culture got little benefit from it. The ladies were seldom there, except when abed or at their toilet."

If we may be allowed a remark in conclusion, we should say the Chicago editors will add nothing to their reputation or "morals" by watching "the ladies" too closely, and then printing the results of their observations.

P. S. We learn from a private source that a *gold* medal was awarded to the *AMERICAN JOURNAL OF EDUCATION*.

#### Missouri Schools.

*St. Louis.* Total enrollment, 32,000—increase over last year, 3,000. The legality of teaching German will be decided by the courts.

*Kansas City.* No better schools in any State. The enrollment shows a large increase.

*Montgomery City.* Enrollment, 273; average attendance, 234; six teachers; term 10 months. Editors offer it, but teachers fail to sustain educational

columns. (Bro. Cunningham should stir them up.)

*Glasgow.* Enrollment, 242; average, 233; term, 9 months. Will sustain educational columns. Popular education is rapidly growing in public favor. Pritchett Institute and Lewis College flourishing.

*Middle Grove.* Enrollment, 80; average, 56; term, 6 months. No educational columns. Both candidates for the Legislature are opposed to efficient public schools. (Bad for Monroe. Where is Bro. Bradley?)

*Shelbyville.* Enrollment, 300; average, 270; term, 7-1/2 months; 6 teachers; educational columns sometimes; educational interest growing. The Shelbyville Collegiate Institute, under President Ripley, opens with excellent prospects.

*Columbia.* The State University opens with 286 students—13 more than last year. Christian College has a larger attendance than at any opening for several years.

*Cape Girardeau.* The State Normal School opens with 26 more students than last year. The school is in a much better condition than ever before.

*King City.* Enrollment, 72; average 55; term, 9 months; no educational columns; wages reduced; no institutes; educational interest decreasing. (Bad for Gentry county.)

*Kirkville.* The State Normal opens grandly. Every county in North Missouri, except Worth, represented.

*Palmyra.* Enrollment, 225; teachers, 6; no institutes; no educational columns; county supervision sadly needed. Private schools prospering, so that the children will be educated well.

*Warrensburg.* State Normal has an excellent opening and fine prospects for the future.

The Carrollton Public School is assuming its old position and prestige as one of the best in the State. Prof. Root has been re-elected superintendent. We hear, as we expected to, only good things of it from the best citizens of Carrollton.

To TEACHERS.—Please send a card each month to editors, containing items of interest such as the above.

*VAN ANTWERP, BRAGG, & CO.* struck the right idea when they concluded to publish a Missouri edition of their *Geography*, and were most fortunate in securing Edw. B. Neely, A. M., to prepare the descriptive part, since his name alone would at once command it to the people of Missouri, where he has been so long and so favorably known as the efficient Supt. of the St. Joseph schools.

"The educators of Missouri are surprised at the frequent educational paroxysms that have lately revolutionized the equilibrium of Pres't Laws." —[Kansas City Times.]

#### NEBRASKA.

The Nebraska State Normal School, located at Peru, is in a flourishing condition, and doing excellent work.

**Missouri County Superintendency.**

The three vital questions pressing upon the attention of the people of Missouri, are:

1. Efficient supervision.
2. The establishment of Normal Institutes.
3. Six months as the minimum annual school.

The Kansas City *Times* leads the movement to secure wise supervision. Let every citizen of our great State ponder well its recent statements:

"The district schools can never become what they should be till there is intelligent management at the head. Responsibility is felt nowhere—is exerted nowhere—and the country schools are in consequence thereof *kept*, not taught. Any change would be for the better.

There seems to be a very general desire expressed among the people of the State that supervision of the country schools must be restored in some permanent and efficient form. Four years of non-supervision have made sad havoc among the country districts. No accurate reports are possible; funds are not all properly accounted for; the schools are demoralized; the teachers ooze around and work at random, not responsible to any authority except a slip-shod prejudice, which may rashly approve or rashly condemn".

**THE NAIL ON THE HEAD.**

Editors Journal:

You say:

"THOMAS ALLEN, for forty years has been active among us in the interests of agriculture, orchards and gardening, spending a fortune lavishly in metallurgy, connecting our cities with the country by railroads, and making the fortunes of our merchants and farmers by connecting them with distant markets on the Atlantic sea board or with the Gulf, and is withal a widely accomplished man in science, arts and letters, and a man of skill in the use of statesmanlike means."—[What we want in a Senator.]

The above is the best suggestion ever emanating from a school journal, that has fallen under my observation; and I am proud indeed that it comes from our fraternity.

It has always been a wonder to me that men of brains, of practical business sense, of experience in the various enterprises of our Government, have never been thought of for political trusts.

How many railroad directors would ever think of putting at the head of their managements the men who are ranked among the foremost political leaders?

And yet politicians will spend weeks and months and thousands of dollars (public money) in discussing and amending bills for one or another public benefaction, that any one or two railroad presidents or superintendents would decide, and that correctly, in five minutes. The reason too, is plain. The railroad men

know as much, and generally a little more, about "the wants of the dear people," as do the politicians, statesmen and law makers. They know just this much more—what to do, and at once, what will accomplish the wishes and the relief of the people and country.

Mr. Allen would be not only an honor to the State of Missouri as its Senator, but he would help by his ability and business sagacity, all the States west of the Mississippi, more particularly Arkansas and Texas. The people are tired of mere politicians. We need now in Congress men of brains, men who have organizing ability, and the fact that Mr. Thomas Allen is at the head of such a vast corporation, such a business enterprise as the St. Louis, Iron Mountain & Southern Railway, is sufficient evidence to me that he is qualified for the position of U. S. Senator, and as a "school master" I feel no little pride and honor in his nomination by the AMERICAN JOURNAL OF EDUCATION.

Fraternally yours,

ALEX. HOGG.

COLLEGE STATION, Texas, Sept., 1874.

**OUR NEXT U. S. SENATOR.**

IN comparison with Thomas Allen, what other man can be found in the State who unites in himself so many of the qualifications which fit him to occupy a seat in that great National Council, to which Missouri, even in her earliest days, sent up such men as Barton, and Linn, and Benton—names which confer renown upon the State, and to-day constitute its chief glory?

Not only is Thomas Allen a man of the largest business capacity, energy, and enterprise, and a practical financier of rare ability—of both which, that great undertaking, the Iron Mountain Railroad, is a noble monument; but he is also a man of the highest literary and scientific culture, fitting him to adorn any body of learned men. He is likewise a man of wide acquaintance with leading minds in all departments throughout the Nation. He is perfectly read up and educated on the great political questions which have agitated the country, having been the editor of a leading newspaper at Washington City, when the giants of the American Senate, Clay, Webster, Calhoun, etc., met each other on those questions. What a school for a young man!

Mr. Allen is no novice, either, in the actual business of legislation, having served in the State Senate of Missouri, and having also been conversant with legislatures and their committees in securing the legislation required in the enterprises in which he has been engaged. He is, too, proud of his State, of which he has been so long a citizen, and of its great metropolitan city, and ever ready to contribute his labors and his money to bring both in bold relief before the world. Witness the Centennial—not only his contribution of money, but

his grand and eloquent speech on that occasion.

Who, we again ask, unites in himself so many of the qualities which in a rare combination are calculated to bring the State of Missouri in its Senator up to its early Senatorial standard as Thomas Allen? and in fact, hardly less to stand forth the representative of the great Southwestern States, so united with Missouri in material and commercial interests.

Mr. Allen, as is well known, in party and political affiliation, is in full accord with the views and feelings of a majority of the people of Missouri;—and would, from his experience, tact, power of address, wide and comprehensive views, and knowledge of the interests of the West and Southwest, and means of advancing them, at once take a stand among the leading Senators.

Others may be found his equal, as lawyers, for example, or in some other specialty, but we repeat, who, in all the qualities which go to make up the statesman for our State and times, is to be compared with Thomas Allen?

**THE WAY TO DO IT.**

IF our people in Missouri, and all through the West and South, wish to help inaugurate an era of prosperity compared with which all that have gone before it will be as nothing,—if they are in earnest in their desire to rid the West and South of "hard times," and set every wheel in the country in motion, and every idle hand to earning money, let them elect men to Congress, to the United States Senate and House of Representatives, who have ability and integrity, and power enough to inaugurate a movement at once, to build the Southern Pacific Railroad.

This is the great, pressing demand of the time.

Look at the facts,—study them carefully.

What has been done in this direction already?

Who has done it?

To whom more than to any other man belongs this honor?

*Shall a man be excluded from a high official honor, because of all men he is most worthy of that honor?*

Among the marvellous things belonging to our common humanity is the fact, that men are often abused and vilified for their best and most beneficent acts to their fellow citizens and fellow men—abused while living, glorified after death;—and that those who have all the time impeded the progress of society, by senseless clamor and noisy demagoguery are praised when living—possibly voted into office, but forgotten and execrated when dead, and probably when out of office! Many such examples will occur to the mind of every observant and thoughtful person.

No man, for example, in Missouri, has done so much in opening commerce, throwing the light of civilization into a dark region of vast extent

—in fact, in conferring incalculable benefits not only on his own State, and all the States lying east of it, but upon the great States of Arkansas and Texas, as Thomas Allen of St. Louis, by the construction of the Iron Mountain & Southern Railway. This work, too, in its extension, forms one-third part of the grand line of railroad from New York to the city of Mexico. A thousand miles of the line having been constructed from New York to St. Louis, and another thousand miles being now completed by means of the enterprise of Mr. Allen, there can be no doubt that the remaining thousand miles will be constructed from the United States border to the city of Mexico, so soon as stable concessions can be secured from the Mexican government, thus completing the line of 8,000 miles of international communication.

What will be the result?

Such a field of prosperity will be opened upon the country as never before known. Here will be one of the greatest triumphs of peace. The California gold excitement will not be equal to it. All the wheels of society will be set in motion. There will be no lack of business, or complaint of hard times. The business world will be stirred to its very centre. The gold and silver mines will be worked by American enterprise. American handicraft and American machinery will be brought into requisition. It will be no longer necessary to coin greenbacks into dollars for a circulating medium.

Yet most strange! It has actually been urged as an objection to Mr. Allen when spoken of for the United States Senate, that he had built the Iron Mountain Railroad, and combined capital, both European and American, sufficient for this stupendous work! Some have even gone so far as to say that did he possess all other qualifications, that on this account alone he would be excluded from the honor—that the emptiest and noisiest demagogue would be preferred. But this surely cannot be in Missouri, unless we are prepared to admit that we are in that decadence when we are ready to ostracise good and great citizens for the very acts which make us as a State all we are. We cannot go back from our early renown.

"There is the East!" said Benton, as he pointed to the West. "Look to the South!"—"Look to the West!" "Open the channels of commerce!" is the language and the action of Thomas Allen. Shall Missouri make this the sole ground of objection to him? As well execrate the memory of Benton for opening the pathway to the Pacific! as well tear down his statues! as well blot out his name!

Is it safe to forget that if ignorant people are subject to prejudices, that cultivated people are liable to vagaries? Is it well in educational matters to weigh opinions by the social position of their author instead of regarding their qualification for forming sound opinions?

## LESSONS IN ORAL LANGUAGE.

THE following extract from *Webb's First Lessons* our primary teachers will read with interest and profit:

Let the teacher make it a rule to give the child an oral lesson before, or with, the presentation of each printed word or sentence. Let the oral lesson be so given that the child shall learn how to talk, and, at the same time, secure a distinct and accurate meaning of the word or sentence, and a distinct and correct enunciation and pronunciation of it.

The order and nature of the oral, or talking lessons, are given in the body of the book. To secure this understanding of the meaning, whenever it is practical, bring the object before the child and let his senses help teach it; and cultivate his language by letting him tell what he can about it. If the object cannot be present, do the next best thing—have

## A PICTURE REPRESENTATION

of it. And let the children talk about it, tell what it is, what they see in it, &c., &c. It is wonderful how many things children will learn to see and tell in a picture, as well as in nature around them. Encourage and help them to see and to tell what they see.

Make an object lesson of each picture in this book.

Children are very fond of pictures, and will take pleasure in looking for and bringing in pictures to illustrate the lessons. Encourage them to do so. It will increase their fondness for pictures, "wake up" their minds, and cause the words and ideas of the lessons to make quicker and deeper impressions.

Have the picture representation in cases, even, where the object or idea denoted by the word or sentence to be taught, is well known to the child. When the object is not known to the child, and can neither be produced nor represented, omit the teaching to a later time. The child should not be compelled to learn words, to him, of no meaning—it would be worse than useless.

## CORRECT PRONUNCIATION.

To secure correct articulation and pronunciation, the teacher must, habitually and specifically, give practical illustrations for imitation. Let his speech always be clear and correct. Spoken language is addressed to the ear, and the ear of the child must hear the sound his organs of speech are required to make. Children imitate readily, but not so readily do they follow rules.

## HOW GIVEN.

The oral lessons should be given with reference to teaching words, and the proper use of language. The written lessons in this book, though intended for reading, are more especially for starting points—models for the exercises in oral language. Before and after teaching a lesson, enlarge upon it,—making, and having the children make, a large number of sentences, with similar construction.

## USE THEM.

The Skeleton Lessons (so-called) should be perseveringly used through-

out the entire book. The blanks are to be filled orally by the children. For this purpose each lesson should be placed on the blackboard so plainly that all can see it.

## BLACKBOARD.

After the oral lesson, the children, as far as able, should write out the expressions and sentences given orally, and these written lessons should be read by them, aloud, as reading exercises. More or less of these lessons should be set up in the rack on box of cards, and there read.

Remember, that seeing, and talking, and writing, and reading, *must* go together, guided intelligently, to secure the best results.

## CORRECT LANGUAGE.

The teacher should be particular in his own language, and allow the children to correct him whenever he makes a mistake (for the best make mistakes), and he should correct the children when they make mistakes; and, also, encourage them to correct each other. A time should be set apart for correcting. All children able to do so, should keep a memorandum book in which to note every error in speech which they hear, and special pains should be taken to correct them daily.

## RULES.

From which we deduce these rules:

1. Things before talking.
2. Talking before reading.
3. Accuracy of expression.
4. Correction of errors.

## ILLINOIS.

## EXAMINATION OF TEACHERS FOR STATE CERTIFICATES.

There were six examinations held in various parts of the State during the year, under the direction of the State Superintendent of Public Instruction.

The questions were prepared and sent to the County Superintendents of the counties in which the examinations were held. The examiners were selected from among the very best teachers in the State, and the work as reported shows that everything was done that it was possible to do to follow the instructions given in Circular 22, issued by the Supt. The County Superintendents were placed in charge of the classes and conducted the examinations, so that the examiner's work only required him to look over the papers and mark their value.

The Superintendent of Public Instruction expresses himself under great obligation to the persons who acted as examiners and conductors, for the faithful manner in which the work was done.

The following is a list of persons who passed the entire examination, and to whom certificates have been issued:

J. H. Ellis, Peoria; C. A. Peas, Berlin; T. B. Crisp, Johnsonville; Eugene DeBurn, Champaign; Mrs. H. L. W. Greeley, Cambridge; E. E. Darrow, Springfield; William Brady, Marseilles; T. B. Smith, Earlville; C. J. Allen, Marengo; J. H. Broomall, Pe-

kin; J. Pike, Jerseyville; D. H. Harris, Jacksonville; Gertrude Brown, Centreville; Miss M. E. Perkins, Peoria; F. M. McKay, Champaign; C. J. Grilly, Cambridge; Ralph L. Brown, Rockford; E. C. Rasseter, Kewanee; Arthur C. Butler, Normal; Clara Humphrey, Shelbyville; Geo. H. Beattie, Carlyle; F. R. Feitshaus, Springfield; B. F. Peadro, Windsor; E. P. Murdock, Shelbyville; Alden C. Hillman, Carbondale.

The following persons were examined only in a part of the studies this year, having previously completed the others:

Miss E. J. Blake, Wellington; Miss S. A. Phelps, Central Park; O. M. Schae, Iowa City; W. B. Rackley, Woodhull; Mrs. E. B. Humphreys, Galva; H. C. Paddock, Annawan; Arzina E. Keith, Jerseyville.

LET US HEAR NO MORE ABOUT HARD TIMES. There is a short, speedy way out of this trouble.

Build the Southern Pacific Railroad. Set men at work on this great enterprise. No more tramps—no more idleness—no more scarcity of money. Open the golden-barred, mountain gates of Mexico, and the workmen

With a spade and a pick  
Will find silver so thick  
They will throw out "chunks"  
As big as a brick.

LET US HAVE THE SOUTHERN PACIFIC RAILROAD BUILT AT ONCE.

## WHAT BETTER CAN BE DONE?

Are the needs of any class of the community different from those of all classes of the community, so far as concerns the earlier school life of children? Or, as all students of the educational problem agree, does not the education of children under fourteen vary only as the more fortunate have cultivation *beyond* and *not in place of* that furnished by the community for community needs?

Does not the laboring man require an elementary knowledge of reading, writing, arithmetic, grammar, and history of the United States? or can it be called education to replace these (instead of supplementing these), by the work of the shop?

Can any better use be made of the period of school life than in giving thorough instruction in these elementary studies? If not, what do men mean when they talk about teaching everybody the 'ologies? Surely, the occasional lessons in physical science and drawing cannot be considered 'ologies. Will it not be well before condemning the course of study in the district schools, to see that the course differs at all from the course in any schools?

The only danger to the school system arises from an ignorance of this system; an ignorance which begets a ready acceptance of indefensible statements of prejudiced or interested parties. Unless it be granted

that the theory of public education is to be identified with the views of a class, then while it may be possible to inaugurate improvements in administration, it will be found impossible to substantially change the course of study which has always prevailed and which prevails to-day.

## Recent Literature.

BOSTON MONDAY LECTURES. *ORTHODOXY*, with Preludes on Current Events. By Joseph Cook. Boston: James R. Osgood & Co., 1878. (Now Houghton, Osgood & Co.).

This is the third series of Mr. Cook's lectures. The thirteenth edition is announced of the first—On Biology—and the tenth edition of the second—On Transcendentalism. In every way these lectures are a noteworthy phenomenon of our time. Delivered in the city of Boston, on the day of the week which one would consider the least favorable for attracting interest, and at the very hour when the business man finds most demand for his time, Mr. Cook from the first has drawn immense crowds.

As John the Baptist of old drew large audiences from beyond Jordan, "a generation of vipers," so our new evangelist attracts a throng of sceptics and doubters from the wilderness of natural science. More or less the faith of even the most orthodox has been shaken at times by the revelations as well as the conjectures of modern science.

The Darwins, and Tyndalls and Huxleys, have been more formidable than the generation of geologists who were so hard to deal with before. When the Arabians conquered Spain and set up their schools teaching the annihilation of the personal soul of man, such an interest was felt in Christian countries in the settlement of the question, that often as many as thirty thousand students collected at one university.

The great problems of Life, and Spirit, and Matter, may well excite thrilling interest, and it is well for multitudes that Rev. Joseph Cook has held his eloquent discourses in Boston, and close to the very strongholds of scientific scepticism. If not always accurate in his science, or history or exposition of philosophic doctrine, he is always profoundly suggestive, stimulating and inspiring. He is a man of great personal magnetism, and singularly able to cope with the cold cynical spirit of unbelief that saps the foundation of all generous enthusiasm and heroism in the young men who are devotees of science.

Each one of his lectures is happily introduced by a "prelude" or talk on some exciting topic of the day. The eleven lectures here given are occupied with discussions of the Trinity and of the views of Theo. Parker. The preludes relate to the Ultramontanism of Germany and Boston, the sectarian division of school funds, to the revivals of Sankey, drinking and theatres, the present condition of Greece and Turkey, &c., &c.

REV. E. P. TENNEY, President of Colorado College, at Colorado Springs, sends us his last work, "Our New West," a description of the Rocky Mountain region, and it should be read by every one who wishes to have an intelligent view of this wonderful country. The resources and prospects of the Rocky Mountain cluster of States and Territories is fully and ably set forth.

APPLETON'S SCHOOL READERS: Series complete in five books. By Wm. T. Harris, A. M., LL.D., Andrew J. Rickoff, A. M., and Mark Bailey, A. M.

"Why another series of Readers?" we asked ourselves, as we took up the five volumes of the above named series. Why should there be any more readers when we already have so many and such excellent ones in the market? It is true the names of the authors led us to hesitate and to ponder whether they had not possibly invented some new and original features, or at least new combinations of old features, for we believed in their ability to do whatever is possible. But did there exist any possibility of this?

In this mood we turned over the leaves of the first book. Here was an attempt to combine the word method and the phonetic method—introducing gradually the most frequently used letters, and using each letter in only one of its sounds, and that one the most common sound. In order to make the lessons lively and interesting to small children, longer words were introduced, to be learned only by sight as words and not to be analyzed into letters until after the pupil had progressed through several lessons. After learning to analyze a word its elements could be used in forming other words. For instance, after learning *fed* the syllable *ed* was used to form a series of words b-ed, l-ed, &c.; after learning *hen* the syllable *en* was used to form d-en, m-en, th-en, &c. Here was a new feature which struck us favorably. Why cannot the time of learning to read be considerably abridged by giving the little boys and girls work to do in the way of making and spelling new words with the elements that they have already learned? Thus this one word *fed* may do to form a dozen words from by the use of other consonants; so also *hen*, as above shown. In this way the pupil in a few weeks has a large vocabulary of words that he can read at sight or spell correctly—a vocabulary ten times as large as that used in the book up to the lesson he has reached.

And the best is that the pupil has acquired this vocabulary by his own activity; he has exercised his invention and has had the pleasure of discovery. Here, we thought, is the best device we have yet seen for decreasing the amount of soul-killing memorizing, and increasing the amount of live activity in the child.

A new feature next attracted our attention—it was the introduction of *language lessons*. Certainly these ought to be allied to the reading lesson, and it is a very important omission hitherto made in most of our text books of reading. The readers should contain models of style in English—why should not language-lessons be introduced so as to secure at once the formation of a good style and the avoidance of errors?

This feature of language-lessons is the distinguishing feature of the entire series of readers, we found as we went on from book to book of the series. The second and third readers complete the course of the primary pupil and familiarize him with all the sounds of the letters and of their combinations, make him able to recognize at sight the ordinary colloquial words that he uses or hears used in society.

Next comes the introduction to English classics—to the literary styles of English. The fourth reader contains this introduction. A carefully selected series of 87 lessons in which there are none very difficult in style or thought, and yet all more difficult than the colloquial style used in conversation and in ordinary newspapers—lead him by methodical steps

into the great store-house of English literature, which contains all the wit and wisdom of the Anglo-Saxon race.

"A nation's literature contains its most elevated thoughts on the problem of life. The inspired moments of its most gifted intellects find expression in adequate forms in its poetry and prose, which in the hands of the people become a source of strength and consolation to all. It is these gems of literature that should find place in our school readers. And, indeed, they are not so numerous in any language that a series of readers may not contain them all." At least in these readers one may find specimens of the various styles of literature, and an elaborate system of notes directing how the lessons are to be prepared so as to "cultivate the taste of the pupil for the productions of genius, and to develop in him a critical habit of thinking on the contents and form of the literary works which he reads."

Besides "literary gems" one may note in these books a sprinkling of articles tending specially to educate the pupil into what is most useful in life. These are lessons full of maxims about manners at the table and in company; about the business habits that ensure wealth; temperate habits that ensure health, &c.

The elocution lessons are scattered through the third, fourth and fifth readers as reading lessons adapted to the childish comprehension, and not placed as usual in a preface to the book, which is in a majority of cases never read nor consulted.

Upon consulting the index we see that the Fourth Reader contains 79 pages of poetry, 118 pages of prose, besides 32 pages occupied by Prof. Mark Bailey's lessons in elocution. The Fifth Reader contains poetry 160 pages, prose 249 pages besides 42 pages devoted to elocution. The selections from English authors occupy 131 pages of the Fourth Reader and 241 pages of the Fifth Reader; from American authors 66 pages of the Fourth and 168 pages of the Fifth.

In our opinion these readers will be used to advantage all over the country as aids to the teacher in conducting a reading lesson, even where other series of books are in use. They will elevate the reading lesson to the dignity which it merits. "It is safe to say," the editors assure us, "that a thorough study of each literary piece in the higher readers will be of more benefit to the pupil in giving him an insight into human life, and directive power and influence among his fellow men, than all that he will or can learn from the other branches taught in the schools."

We would be glad to devote space to long quotations from the critical suggestions of the notes or from the fine poems given, but we are limited to a few lines. We shall quote the opening lines of the thrilling ode of Captain Theodore O'Hara (V. page 351) written on the occasion of the removal of the remains of the Kentucky soldiers who fell at Buena Vista, to their native State. (The author survived the civil war, and died in Alabama in 1867):

"The muffled drum's sad roll has beat  
The soldier's last tattoo;  
No more on life's parade shall meet  
That brave and fallen few."

On Fame's eternal camping-ground  
Their silent tents are spread,  
And Glory guards, with solemn round,  
The bivouac of the dead."

These lines we consider to be as poetic as those of the famous lyric of Campbell, beginning, (V., page 31).

"Our bugles sang truce; for the night-cloud had lowered,  
And sentinel stars set their watch in the sky;  
And thousands had sunk on the ground,  
Overpowered,  
The weary to sleep, and the wounded to die."

The metaphors "On Fame's eternal camping-ground," &c., and "Sentinel stars set their watch in the sky," are carried out grandly by each poet.

Another ode (sung at the decorating of the graves of the Confederate dead at Magnolia Cemetery, Charleston, S. C., 1867) by South Carolina's lamented and most gifted poet, Timrod, is too beautiful to be omitted while speaking of those of Campbell and O'Hara:

"Sleep sweetly in your humble graves—  
Sleep, martyrs of a fallen cause!  
Though yet no marble column craves  
The pilgrim here to pause."

In seeds of laurel in the earth  
The blossom of your fame is blown,  
And somewhere, waiting for its birth,  
The shaft is in the stone!"

\* \* \* \* \*  
Stoop, angels, hither from the skies!  
There is no holier spot of ground  
Than where defeated valor lies,  
By mourning beauty crowned."

The publishers offer to send a set of these readers postpaid, for examination, to any one sending \$1.25.

WOODLAND ECHOES.—Jansen, McClurg & Co., Chicago, send us their new day-school singing book, "Woodland Echoes," through which, with a music teacher, we have glanced, and he pronounces it a work much superior to the ordinary books used in day schools.

In fact, we have never known our old friend, S. W. Straub, to do a poor thing in connection with music in any department. His name is a sufficient guarantee that the work will be meritorious.

Jansen, McClurg & Co. now publish four of Straub's music books, and they are doing an essential service to the ever-growing circle of lovers of good music, in placing within their reach these valuable works. Music in the home, and in the school, and in the church, and everywhere, is a joy and an inspiration. Every pupil in our public schools should learn to sing.

THE French Republic did a most excellent thing for herself when she appropriated 100,000 francs to enable her teachers to attend the Paris Exposition. The teachers will be greatly benefited. No teacher who attended our late Centennial will doubt this. Much can be learned in a comparatively short time at such a place. The educational systems of the civilized world can be studied there.

We are sure those French teachers will return well prepared to make many valuable changes in their work, besides taking with them a large amount of knowledge with which to increase the effectiveness of their schools. France seems determined to have a more intelligent citizenship. Should Germany engage her in another war, she may not have such easy work as she had a few years since. Education makes a nation what it should be. An intelligent, well educated soldier is better than an ignorant one. Intelligence and education will always win. D.

DETERIORATION AND RACE EDUCATION. By Samuel Royce. Boston: Lee & Shepard. New York: Charles T. Dillingham.

This enlightening book should be universally studied. Its arguments are cogent and merit immediate individual and social consideration. The philanthropic author subjects the present condition of society to a scrutinizing investigation. By abundant statistics, he demonstrates a disproportionate increase of criminals, idiots, lunatics, paupers and congenital diseases. He asserts that this startling fact is the natural result of the faulty educational system of the age. As to children, the men and women of the future, he candidly speaks. Such as attend school are "crammed," to the exclusion of appropriate studies and necessary physical exercise, which procedure very often develops the irresponsible subject into a comparatively worthless adult. Such as receive no schooling generally become brutes, by enforced labor; or outcasts, by lack of suitable knowledge. He sees no permanent relief as long as society persists in deriving its guiding principles from the mythical and extinct past, instead of the known and living present. However, he presents two available suggestions: 1. That rational cultivation of the faculties become popular. 2. That the inordinate selfishness, almost everywhere practiced, become substituted by the practical adoption of such mottoes (assuredly productive of sound and satisfying happiness) as Fenelon's: "I prefer my family to myself, my country to my family, and humanity to my country." The book, highly commended by eminent and progressive citizens, contains 500 pages; price, \$2.50.

AGAMANTICUS. By E. P. Tenney. Boston: Lee & Shepard. New York: Chas. T. Dillingham.

This little volume appears opportunely. It inculcates true religious principles very delectably. The language is terse, and the quaint scenes especially well portrayed. That the expressions are broad, at times, must be admitted, but this very feature bears its own extenuation. At Agamanticus, a New England village, noted about the middle of the eighteenth century, the time of the story, for its Godless people, dwelt David Benson, a pastor. Rude in speech, direct in expression, and a superior Christian, he was loved and yet feared by his impious neighbors. Two daughters, "Crow" and "Quill," and a son, "Quog," so titled by the Indian helpmate, "Seal," composed, with the good housewife, his family. With the members thereof, a lawless young ex-pirate, "King Charles," eventually a minister, a graceless preacher, "Elijah Barefoot," a quondam dishonest clerk, the narration mainly deals. Forays by savages, demonstrations by the unregenerate, and sermons, *sui generis*, form prominent incidents.

SUPPLEE'S TRENCH ON WORDS. On the Study of Words. Lectures addressed to the pupils at the Diocesan Training School, Winchester. By Richard Chenevix Trench, D. D., Archbishop of Dublin. New York: W. J. Widdleton, 1878.

This volume is edited by Thomas D. Supplee, head master of St. Augustine's College, Benicia, California, who has added an exhaustive analysis, additional words for illustration, and questions for examination. The lectures are charming in style, and of great interest in their contents. In this edition they have been admirably adapted for the school-room and this text book ought to find a large sale, especially among teachers. Although it is twenty-seven years since these lectures

were first given to the public and meanwhile the science of comparative philology has made vast strides, yet this book remains an excellent introduction to the thoughtful study of language.

(Copies for examination may be had of the publisher by mail, price \$1.)

**AN AMERICAN ALPHABET.**—As the result of careful analysis, reflection and experiment, Francis R. Porter has devised an alphabetic system which he is confident will eventually supersede the crude and inconsistent one now in vogue. He demonstrates that the English language contains thirty-five simple sounds, each of which should be represented—as should seven compounds, retained to save space—by but one character. By his alphabet, which contains forty-two letters, systematically and euphonically arranged, he claims the language may be learned and utilized in four-fifths of the time now necessary. Several gentlemen of means, Britton A. Hill, Esq., of St. Louis, being one, have already signified a disposition to aid in introducing and popularizing the new system. The St. Louis *Journal* of Monday, Sept. 23, 1878, contains Mr. Porter's exhaustive analysis of the English alphabet. All communications should be addressed him in care of the St. Louis *Evening Post*.

G. P. PUTNAM'S SONS announce, as the first of their Fall publications, "Sibyl Spencer," by James Kent, author of "The Johnson Manor," "Almost an Englishman," by M. L. Seudder; "American Colleges: their Students and their Work," by Charles F. Thwing; "What is Our Bible?" An attempt to answer the question in the light of the best scholarship, and in the most reverent and Catholic spirit, by the Rev. J. T. Sunderland; "The Bible of Today," A critical and historical Analysis, by the Rev. John W. Chadwick; "Catholicity in its Relations to Protestantism and Romanism," by the Rev. F. C. Ewer, S. T. D.

An elegant edition of "Faust," with Loepner's text and convenient marginal numbering of the lines, is published in Putnam's series of "German Classics for English Students," edited by Professor James Morgan Hart.

**OUTLINES FOR THE STUDY OF ENGLISH CLASSICS.** By Albert F. Blaisdell, Providence, R. I.: New England Publishing Co., Boston.

This is, as the title indicates, a practical guide for students of English literature, to be used in connection with the study of the texts of various standard authors. A perusal of its two hundred pages discloses that the erudite author has interestingly presented feasible plans for: 1. Learning the art of reading understandingly; 2. Acquiring the ability of memorizing striking passages; 3. Gaining thorough knowledge of the different styles displayed by standard authors, from Chaucer to Longfellow. In the part entitled "representative authors," sixteen, four of whom are American, are considered in turn, and exhaustively, as, for example, Shakespeare; (syllabus) 1—Outline of Life; 2—Editions and References; 3—Questions on Life and Writings; 4—Selections for Study; 5—Selections for memorizing, etc.

Webster's Unabridged Dictionary—latest edition—sent free for twelve subscribers to this journal. Price of dictionary, \$12.

**SUBSCRIBE** for this journal. Only \$1 60 a year, postage paid.

**The Popular Science Monthly** for October opens with an illustrated popular article by Prof. J. S. Newberry of Columbia College, on "The Geological History of New York Island and Harbor," and also contains articles by Bain, Huxley, Spencer, Kirkwood, Brooks, and other eminent home and foreign writers. D. Appleton & Co., publishers.

**GREENLEAF'S NEW PRACTICAL ARITHMETIC.** Boston: Robert S. Davis & Co. S. E. Beede, Agent, Keokuk, Iowa.

Some of the books in Greenleaf's Mathematical Series have long been standard works, and are among the very best of their kind. The entire series has been thoroughly revised, and is fully up with the times. The New Practical Arithmetic impresses us as especially excellent. Fresh, clear, progressive, logical, and practical, it must be a constant delight to teacher and pupil. B.

**A MUSICAL CONVENTION** will be held at Hannibal, Mo., commencing Oct. 15th, and continuing four days. The convention will be under the direction of Prof. H. S. Perkins of Chicago. The following professional artists will assist: Prof. E. M. Bowman of St. Louis, organist and pianist; Prof. Otto A. Schmidt of St. Louis, violinist and pianist and conductor of orchestra; Mrs. E. A. Jewett of Chicago, prima donna soprano; Miss M. C. Harrison of Chicago, contralto soloist; Mrs. S. B. Conger of Chillicothe, Mo., soprano soloist; Prof. W. M. Treloar of Mexico, Mo., conductor of conventions and solo tenor; Prof. W. S. Mills of Topeka, Kansas, leader of operattas, &c., and solo tenor; Prof. John W. Shryock of Kirksville, Mo., solo tenor; Mrs. C. P. Heywood, Hannibal, Mo., assistant organist.

**DARLING, LISTEN TO MY STORY.**—Certainly she will, if it is the "Old, Old Story," and you tell it sweetly. Send her a copy of Harry Percy's beautiful new song named above, and thus gracefully hint your intentions. It is said that there never was a prettier song written, and singers are wild over it. Over 3,000 copies sold in one week. For piano or organ, and easy to play or sing. Ask your nearest music dealer for it, or enclose 40 cents to the publishers, Ludden & Bates, Savannah, Ga.

**AYER & SON'S MANUAL** contains more information of value to advertisers than any other publication. Sent postpaid on receipt of 25 cents. Address N. W. Ayer & Son, Advertising Agents, Times Building, Philadelphia.

**The Educational Weekly**, Chicago, under the management of Messrs. Vall and Winchell, is steadily improving in valuable and practical matter.

Now is the time to subscribe for the AMERICAN JOURNAL OF EDUCATION. \$1 60 per year.

**NOTE.**—County Commissioners and all County Clerks who receive the JOURNAL OF EDUCATION, would confer a favor on the State Superintendent by filing these published decisions away for reference, and would themselves reap an advantage therefrom.

We have been favored with a copy of No. 1, Vol. 2, of *The Practical Teacher*, published by Klein & Kimball, Chicago. It is a good thing—costs only \$1 per year.

### MISSOURI.

#### Official Department.

[It will be the plan of this department to render decisions upon such points as are raised, from time to time, by correspondents, and which seem to be of immediate use. Some decisions will be brief statements of law, without argument. If not fully understood, they will be amplified on request.

In all questions of difficult construction, or such as involve intricate legal points, the opinion of the Attorney General will be obtained.—R. D. S.]

#### STATE CERTIFICATES.

All persons holding State Certificates (on parchment,—not the "special" or limited) not marked "new series" are hereby notified to return them to this office.

The reasons for recalling these certificates are, first, I have received information that one or two have been lost.

Second, one or two have been forfeited by drunkenness. These I wish to revoke; but not being able to learn the addresses of the parties holding them I will be compelled to subject them to the mortification of a public revocation, unless I reach them in this manner.

All those who are still worthy to hold State certificates will be at once supplied with new ones.

After waiting a reasonable length of time for the return hereby required, I shall revoke all of the still outstanding old certificates.

Persons returning certificates and who are not personally known to me are requested to send testimonials as to moral character. Under no circumstances will a certificate be issued to any one of drunken habits.

Enclose, for return, as much in postage stamps as it costs to send the certificate to this office.

R. D. SHANNON,  
State Supt., Jefferson City, Mo.

**TO COUNTY CLERKS AND COMMISSIONERS.** Gentlemen:

I would again recommend the AMERICAN JOURNAL OF EDUCATION to your careful attention. I shall labor to make the official department furnish as clear and concise expositions of the difficult features of our intricate school law as possible. By taking the paper you will not only have answers to questions you may ask, in a convenient and permanent form, but you will also get the benefit of answers to many other correspondents, and become more familiar with the plans of the school system and the workings of the department.

If you should persuade every teacher and every school board in your county not now subscribers, to take and read it, you would thereby save yourselves much annoyance and unnecessary labor. Indeed, it was for this purpose, and to secure better results in managing our schools, and securing correct reports, (which every expedient so far adopted by you or myself has failed to secure) that I became an editor of the JOURNAL. I desire to help you, and thus enable you to assist me more effectually. I desire that our work shall be entirely harmonious and co-operative, and hence I desire to meet you often, in correspondence.

In addition to mere explanations of law and decisions, I intend that the official department shall contain directions as to

how to make reports, &c., and be the means of communicating home educational news to every county.

I trust, then, that you will freely ask for explanations of doubtful or difficult questions, and furnish me information of institutes held in your county, or of other interesting facts.

Please write all communications intended for notice in the JOURNAL, on a separate sheet of paper from that containing other matter. Very respectfully,

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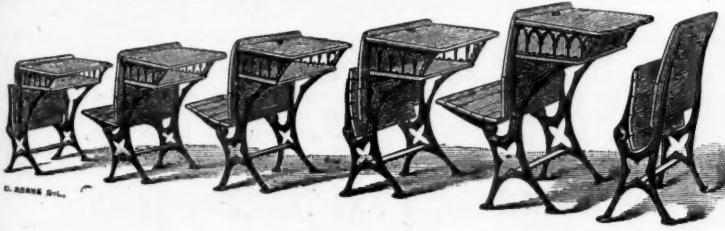
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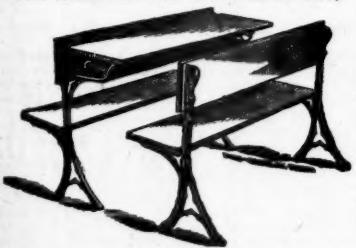
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